

## Arizona Mathematics Standard Performance Level Descriptors Grade 3 Alternate Assessment

**Exceeds the Standard** – Students with significant cognitive disabilities who score in this level illustrate skills commensurate with typical third grade students meeting standards on the general assessment. Students who perform at this level are able to, within contextual situations, read whole numbers through six digits, add and subtract through \$20.00, and solve grade-level problems using estimation, graphs, charts, tables, and calendars.

**Meets the Standard** – Students who score in this level and supported through the use of visual representations, manipulatives, and calculators, demonstrate an understanding of subject matter as reflected by the math standard. Students who perform at this level are able to read whole numbers through 100, add and subtract through \$10.00, and solve simple problems using estimation, graphs, charts, tables, and calendars.

**Approaches the Standard** – Students who score in this level and supported through the use of visual representations, manipulatives, and calculators, show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show some understanding of the math standard’s concepts and procedures by adding whole numbers, applying basic addition and subtraction facts, and solving simple numerical and one-step word problems.

**Falls Far Below the Standard** – Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state’s math standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

Students at the “Exceeds the Standard” level generally know the skills required at the “Meets” and “Approaches” levels and are able to:	Students at the “Meets the Standard” level generally know the skills required at the “Approaches” level and are able to:	Students at the “Approaches the Standard” level generally know and are able to:
<ul style="list-style-type: none"> <li>• Read whole numbers in contextual situations (through six digit numbers).</li> <li>• Apply addition and subtraction in contextual situations, through \$20.00.</li> <li>• Use a variety of estimation strategies to solve problems.</li> <li>• Solve problems using graphs, charts, and tables.</li> <li>• Complete and extend numerical and geometric patterns.</li> <li>• Determine the passage of time using a calendar.</li> <li>• Draw conclusions based on existing information.</li> </ul>	<ul style="list-style-type: none"> <li>• Read whole numbers in contextual situations (through 100).</li> <li>• Apply addition and subtraction in contextual situations, through \$10.00.</li> <li>• Use estimation strategies to solve problems involving measurement and money.</li> <li>• Answer questions related to the context of the school community using graphs, charts, and tables.</li> <li>• Predict, extend, or create a repeating pattern (numbers, pictures, or objects).</li> <li>• Using a calendar, indicate how many days will pass before a scheduled event occurs.</li> <li>• With visual support, draw conclusions based on existing information.</li> </ul>	<ul style="list-style-type: none"> <li>• Read whole numbers in contextual situations (through 20).</li> <li>• Apply addition and subtraction in contextual situations, through \$5.00.</li> <li>• Estimate length and weight (U.S. customary).</li> <li>• Answer questions related to the context of the classroom using graphs, charts, and tables.</li> <li>• Find and supply a missing element in a repeating pattern (numbers, pictures, or objects).</li> <li>• Using a calendar, indicate what happened today, what will happen tomorrow, and what happened yesterday.</li> <li>• In contextual situations and with visual support, draw conclusions based on existing information (e.g., a tally chart indicates there are 8 girls and 12 boys in the class. Are there more boys or girls?).</li> </ul>

**These descriptors do not include all the skills and knowledge as contained in the Math Standard.**